

Update on the Third Quarterly Report for Kings County Office of Education April 2012

Overview of this Report

This agenda item presents a report on the third quarterly report submitted by Kings County Office of Education (Kings COE) as required by the COA.

Staff Recommendation

Staff has reviewed the third quarterly report and action plan submitted by Kings COE pursuant to COA direction in June 2011. No action is required on this item at this time.

Background

On June 24, 2011, the Committee on Accreditation, on behalf of the Commission on Teacher Credentialing, assigned the status of *Accreditation with Probationary Stipulations* to Kings COE and its approved General Education (Multiple and Single Subject) Induction program (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-06/2011-06-item-21.pdf>).

As a result of the decision of Probationary Stipulations, the COA placed the following stipulations on Kings COE:

- The program needs to broaden and stabilize advisory board participation to consistently represent stakeholders of the Kings County Office of Education's Teacher Induction Program (TIP). The advisory board needs to develop a clear guiding vision for the preparation of educators.
- Data needs to be analyzed and used at the program and unit level to guide program improvements and to provide data to the Support Providers within the program.
- All stakeholders must be apprised of the function of FACT as a guide for a formative induction program that supports candidates' growth and attainment of professional goals as guided by their IIP. Support Providers must agree to create or capitalize on opportunities for intentional candidate learning in the appropriate pedagogical practices and use of adopted standards-aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing Para educators, using assistive and other technologies) and to provide intensive individualized support and assistance to help their candidates' demonstrate and apply pedagogical knowledge and skills acquired in their preliminary credential program.
- The program needs to establish criteria that provides for the demonstration and application of professional knowledge and skills beyond what was learned during pre service.
- Quarterly reports are to be submitted to the Committee on Accreditation reflecting progress toward meeting the stipulations above. The first quarterly report will be due on September 15, 2011.
- A return visit is to take place within one year of this action.

In accordance with the stipulations placed upon Kings COE in June 2011, Kings COE submitted its initial action plan on September 15, 2011 to address all stipulations. At the October 27, 2011 COA meeting, staff presented an update on the work completed by Kings COE as of September 2011 (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2011-10/2011-10-item-07.pdf>).

On December 15, 2011 Kings COE submitted its second quarterly report which included an updated Action Plan. At the February 2012 COA meeting, staff presented an update on the work completed by Kings COE as of December 2011 (<http://www.ctc.ca.gov/educator-prep/coa-agendas/2012-02/2012-02-item-14.pdf>).

On March 15, 2012 Kings COE submitted its third quarterly report which includes information provided in the Appendix of this item, as well as an updated Action Plan. The Action Plan is twenty-four pages in length and addresses each of the Commission's standards that were found to be less than fully met during the May 2011 site visit. The plan has been updated and documents the work completed in the first months of 2012. The action plan includes hyperlinks to supporting documents including meeting agendas, PowerPoints, and meeting notes. In addition to documenting the work completed between June 2011 and March 2012, the Action Plan identifies the work that is scheduled to be completed in the next few months.

After careful review of the third quarterly report and the updated Action Plan, staff concludes that Kings COE is continuing to make substantial progress in addressing the stipulations and the Commission's standards that were less than fully met at the May 2011 accreditation site visit.

Next Steps

The re-visit to Kings COE is scheduled for May 22-24, 2012. Staff will present the report from the Kings COE re-visit at the June 2012 COA meeting.

Appendix

Stipulation	Report #1-September 15, 2011	Report #2-December 15, 2011	Report # 3- March 15, 2012
1) The program needs to broaden and stabilize advisory board participation to consistently represent stakeholders of the Kings County Office of Education's Teacher Induction Program (TIP). The advisory board needs to develop a clear guiding vision for the preparation of educators.	The Kings County Office of Education (KCOE) BTSA Leadership Team met to develop a plan of action to increase involvement of all stakeholders in the organization, coordination, and governance of the program. Initial face-to-face contacts were made with each district Superintendent to emphasize the importance of stakeholder participation in all aspects of the implementation of the Induction Program. Based on input from district representatives, BTSA liaisons and Advisory Committee members were selected. The Advisory Committee membership has been expanded to include Institutions of Higher Education (IHE) representatives, district leaders, site administrators, district and site academic	<p>KCOE's first Advisory Committee meeting was well attended. All but two participating districts were represented. Meeting agenda topics were sent in advance and members were invited to add items. After the meeting, minutes including a summary of input, were sent to all participants. -The Leadership Team also communicates with the Advisory members on an ongoing basis through e-mails, phone calls, Education Council meetings and the BTSA Bulletin.</p> <p>The Advisory Committee meeting design encouraged collaboration and involvement. It focused on deepening the members' understanding of Common Standards 1, 2, 4, 6, 7, 9 and Program Standards 1, 2, 3 and 4. Based on these concepts, mission, vision, recruitment and retention of exceptional Support Providers and Candidate Competence were collectively discussed and brainstormed. Participating Teacher and Support Provider input was collected prior to the meeting and shared with Advisory members so that a complete picture might be considered. Individual Advisory members then submitted input. Complete</p>	<p>KCOE's second Advisory Committee was held with representation from multiple stakeholder groups. Meeting agenda topics were sent in advance and members were invited to add items. After the meeting, minutes, including a summary of input, were sent to all participants. Advisory members are also communicated to through e-mail, phone calls, Education Council meetings, the BTSA Bulletin and occasional site visits. KCOE Leadership plans to make spring-semester site visits to all Advisory Committee Members to continue planning for the 2012/2013 school year.</p> <p>The meeting focused on a review and continued understanding of Common Standards 1, 2, 4, 6, and 9 and Program Standards 1, 2, 3, and 4. During the first Advisory Committee Meeting, stakeholders brainstormed concrete examples of how the program's adopted mission and vision might look at the site, classroom or instructional level. These ideas were then used to create an alignment chart between the Advisory Committee's expressed ideas and how KCOE's Induction Program actions and design supports these ideas. The group then analyzed and discussed how to sustain and extend these efforts. Support Provider and Candidate Competence was also revisited, based on feedback from the initial meeting. Advisory Members may serve on</p>

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	<p>coaches, participating teachers, retired teachers, support providers, and representatives from the KCOE Human Resources and Curriculum and Instruction departments. The KCOE BTSA Leadership Team developed a plan to increase consistent attendance at Advisory Committee meetings. The meetings will be designed to encourage collaboration and involvement in the creation of a clear vision. Multiple means of communication will be utilized to ensure participation.</p>	<p>feedback will be shared with stakeholders at the upcoming meeting so that as a committee, aspects of the program's direction might be determined.</p> <p>Membership has expanded to include the California Technology Assistance Project Regional Coordinator (CTAP) to ensure KCOE's Induction program is forward thinking in supporting 21st Century teaching and learning. Additionally, another BTSA Director from Cluster 3 is represented to help support the goals of Induction. KCOE's BTSA Coordinator also participates in two other Advisory Committees in Cluster 3 so there is increased collaboration and increased perspective.</p> <p>Although there are no retired teachers currently serving as Advisory Committee members, other opportunities to gather information from participating teachers are available.</p>	<p>panels at Exit Interviews to gain deeper understanding of the program as a whole so that insights might help inform future program decisions. Finally, the FACT modules were reviewed by the Advisory to help members gain a better understanding of how the system supports job-embedded professional development.</p> <p>To further sustain the goals of the program and maintain forward-thinking, KCOE's BTSA Curriculum Consultant is a member of the Central Valley's Computer Using Educator's (CVCUE) Board and is helping to coordinate their spring conference. The Curriculum Consultant is also the regional representative for the Curriculum and Instruction Steering Committee's (CISC) Teacher Development Sub-committee. She is creating and delivering all Common Core training for the English Language Arts, and will participate in Instructional Rounds training in the spring.</p> <p>Participation on a Region 3 Advisory Committee is current. The KCOE BTSA Consultant has even partnered with this program to provide professional development to its administrators on March 22, 2012.</p> <p>Membership is sustained and there have been no additional members added at this time.</p>
2) Data needs to be analyzed and	The Assistant Superintendent of Educational Services,	Ongoing implementation of the plan	Feedback collection continues to be sustained. Using this feedback has been the key to

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<p>used at the program and unit level to guide program improvements and to provide data to the Support Providers within the program.</p>	<p>KCOE BTSA Education/Learning Coordinator, and the Curriculum Consultant examined the current evaluation system and developed a plan to strengthen the process of utilizing data to make program modifications.</p> <p>After careful analysis of the findings from the Accreditation Visit and 2010-2011 local and statewide data, KCOE made significant changes to Support Provider training.</p> <p>During the year, stakeholders will have opportunities to provide ongoing feedback in a variety of ways, including, but not limited to, the following: local and statewide surveys, mid-year chats, focus group interviews conducted by the Cluster Regional Director, and portfolio reviews. Information gathered will be analyzed and used to monitor</p>	<p>All veteran Support Providers have been retrained, and all new Support Providers have received full training in the Formative Assessment for California (FACT) system. All Support Providers have also received extensive Cognitive Coaching training in an effort to enhance their skills and abilities needed to effectively support new teachers.</p> <p>Feedback is collected at the conclusion of each meeting. Trends in feedback have been identified and communicated through phone calls, e-mails, e-Portfolio review correspondence, BTSA Bulletin, BTSA website, Twitter and meetings.</p> <p>At the year's end, a team of Support Providers will gather to review and revise elements of KCOE's program based on all stakeholder feedback and the direction of the program.</p>	<p>supporting the varied stakeholder groups through alignment of the program's mission and vision.</p> <p>Beyond the State's Findings Report and State-survey results, the following is some of the data the program is using and how it is being used to help improve the program.</p> <p>Based on e-Portfolio reviews, Cognitive Coaching training was customized to the identified needs of the program. Day 2 training was based on Day 1 observations of the professional development providers, KCOE BTSA Lead, Support Provider evaluations and reviews of Participating Teacher e-Portfolios.</p> <p>Continued reviews of e-Portfolios impacts or directs the focus of all Support Provider trainings and Network Meetings.</p> <p>After a review of a Participating Teacher's e-Portfolio, feedback is given to the Support Provider with suggested focus areas for upcoming support meetings or collaborations around different modules, standards or practices.</p> <p>Through collecting survey data from Mid-year Chats, Participating Teachers identified differentiation and classroom management as the top two areas they'd like increased support. At the Support Provider Network meeting, Participating Teacher feedback was shared with</p>

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	<p>implementation and determine future program modifications.</p> <p>Program leadership will share results of data collected during Advisory Committee meetings, Education Council meetings, Support Provider trainings, and Participating Teacher meetings.</p> <p>Information will also be provided via the BTSA website, Twitter, and the BTSA Bulletin.</p>		<p>and reviewed by the group. Videos of teachers in the classroom modeling differentiation and effective management skills were shown. Support Providers then reflected on what they observed in the modeling and how they might use these insights to support their Participating Teacher.</p> <p>At this same meeting, the e-Portfolio Reviewers reported observations about the program's strengths and where efforts might be focused to continue strengthening support for Participating Teachers. The observations from this group lead to extended Inquiry training at the same meeting.</p> <p>Feedback from Mid-year Chats also resulted in meeting with four different Year 2 or Early Completion Candidates to customize support.</p>
<p>3) All stakeholders must be apprised of the function of FACT as a guide for a formative induction program that supports candidates' growth and attainment of professional</p>	<p>The Leadership Team has developed a strategic plan to broaden foundational understanding of Formative Assessment for California Teachers (FACT) used during induction. Support Provider selection process and criteria has been solidified and discussed with district leadership and focuses on selecting</p>	<p>The Leadership continues to support and carry out its strategic plan. All current Support providers have received complete Formative Assessment for California Teachers (FACT) training. Foundational concepts are reviewed and reinforced at each meeting, through e-mails, e-Portfolio correspondence and other forms of communication.</p> <p>A small team of five Support Provider e-Portfolio Reviewers has been assembled</p>	<p>The Leadership continues to support and carry out its strategic plan. All current Support providers have received complete Formative Assessment for California Teachers (FACT) training. Foundational concepts are reviewed and reinforced at each meeting, through e-mails, e-Portfolio correspondence and other forms of communication.</p> <p>e-Portfolio Reviewers have completed the first round of reviews and gained many insights. A reflection meeting was held with this group so</p>

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<p>goals as guided by their IIP. Support Providers must agree to create or capitalize on opportunities for intentional candidate learning in the appropriate pedagogical practices and use of adopted standards–aligned instructional materials and resources (e.g., varying curriculum depth and complexity, managing Para educators, using assistive and other technologies) and to provide intensive individualized support and</p>	<p>exemplary teachers. Support Provider training has been designed to increase Support Provider’s knowledge, skills, and abilities in an effort to support and inform Participating Teachers about their professional growth as they reflect and improve upon their teaching practice.</p> <p>Support Provider effectiveness will be monitored on an ongoing basis to ensure that those retained meet the established criteria.</p> <p>District administrators will attend Roles and Responsibilities of K-12 School Organizations training to increase stakeholder understanding.</p> <p>Additionally, the BTSA Curriculum Consultant will work with district representatives throughout the consortium to ensure that KCOE BTSA Induction goals are aligned with district goals and objectives.</p>	<p>in an effort to expand and deepen Formative Assessment knowledge. This group has received training and has been asked to identify patterns of strength and areas for growth as they review e-Portfolio submissions. These observations will be taken back to the Support Provider group and discussed to help focus training and support efforts.</p> <p>Support Providers and Advisory Committee members have reviewed Common and Program Standards relating to Support Providers and Candidate Competence and have given feedback so that formal, formative structures may be solidified.</p> <p>Administrator Roles & Responsibilities training has been provided to districts.</p> <p>Year-end Chats and Exit Interview Rubrics have been distributed to each district and site to be customized per district goals. Additionally, the BTSA Curriculum Consultant is currently serving on one of the county’s larger district’s Alternative Governance Boards. The increased understanding of this particular district’s goals and instructional initiatives allows KCOE’s TIP the increased ability to support. The Curriculum Consultant has also worked</p>	<p>that insights might be summarized and used to improve the program. This group’s observations were shared with the Support Providers and Advisory Committee. Each reader expressed a deeper appreciation of the program as a whole, felt they had gained significant knowledge of the FACT system and discovered how to leverage this learning into providing better support.</p> <p>Continued emphasis of the Common and Program Standards relating to Support Provider and Candidate Competence is taking place. The Advisory Committee is now using feedback from the Support Providers, Participating Teachers and Administrators to finalize the formal formative structures.</p> <p>Year-end and Exit Interview panelists are now being confirmed. Representation from each district and all stakeholder groups is desired. Serving in this capacity will extend understanding of Induction and validate the thoughtful work and professional growth of participants.</p> <p>Additionally, the BTSA Curriculum Consultant continues to serve one of the county’s larger district’s Alternative Governance Boards. Capacity to better understand each district’s goals is also gained as the Curriculum Consultant rolls out Common Core trainings county-wide and is working with multiple stakeholders. Insight</p>

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<p>assistance to help their candidates' demonstrate and apply pedagogical knowledge and skills acquired in their preliminary credential program.</p>		<p>with two different districts to develop an Administrator iPad walkthrough form. During these meetings, the concepts of FACT have been shared and reinforced. Different observation templates provided through KCOE's BTSA program have also been incorporated into these collaborations. Finally, the BTSA Curriculum Consultant has also participated in one of the district's new writing program. Participation was in an effort to better align KCOE's TIP with the district's focus areas.</p>	<p>gathered from these trainings per districts is helping to better align the program with those it serves and beyond. Finally, the BTSA Curriculum Consultant is working with a Cluster 3 Induction Program to provide professional development on iPad walkthrough forms. Participation is in an effort to better align KCOE's Induction Program with its district's focus areas.</p>
<p>4) The program needs to establish criteria that provides for the demonstration and application of professional knowledge and skills beyond what was learned during pre-service.</p>	<p>With the support of the BTSA Cluster 3 Regional Director, an implementation plan has been developed to provide opportunities for candidates to demonstrate and apply knowledge and skills beyond what was learned at the preliminary credential level. Program leadership has worked diligently to redesign Support Provider FACT training, focusing on formative assessment process vs. completion of documents. IHE representatives have been added to the Advisory</p>	<p>Program leadership continues to deepen BTSA participants' understanding of the Formative Assessment process.</p> <p>Attendance at the Cluster 3 Mid-Valley Area meeting provided an opportunity to collaborate with multiple IHE's from the Region. The focus of the conversation was around differentiated instruction. Each IHE spoke to how their program approaches this subject. Each program in the Region communicated the specific gaps in this instructional area as evidenced through the Participating Teachers' documentation. The intent of this communication was so that IHEs may understand how they might target candidate support and how BTSA</p>	<p>Program leadership continues to deepen BTSA participants' understanding of the Formative Assessment process.</p> <p>Cluster 3 had another opportunity to collaborate with multiple IHE's from the Region. The focus of conversation was around co-teaching models, Instructional Rounds, and different higher learning programs. The KCOE BTSA Curriculum Consultant may seek to work with local districts to partner with an IHE to implement a co-teaching program. KCOE's Curriculum Consultant additionally mentioned participation in the upcoming Instructional Rounds training and how this professional practice might be integrated into Induction and program design.</p>

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	Committee. The meetings will be designed to encourage articulation between the program and IHEs in an effort to create a better understanding of how to provide participating teacher experiences that focus on demonstration and application of knowledge and skills beyond what was learned prior to induction.	Induction can bridge the gap between knowledge and application that appears to exist during a Participating teacher's induction experience.	
5) Quarterly reports are to be submitted to the Committee on Accreditation reflecting progress toward meeting the stipulations above. The first quarterly report will be due on September 15, 2011.	Kings County Office of Education BTSA Induction Program will submit quarterly reports to the Committee on Accreditation on September 15, December 15, and March 15, 2011.	Quarter 1 report was submitted on September 15, 2011. Quarter 2 report will be submitted on Dec. 15, 2011.	Quarter 1 report was submitted on September 15, 2011. Quarter 2 report was submitted on Dec. 15, 2011. Quarter 3 report was submitted on March 15, 2012.
<ul style="list-style-type: none"> A return visit is to take place within one year of this action. 			Visitation dates are May 22-24, 2012.
<ul style="list-style-type: none"> The Institution's response to the preconditions is to be updated to reflect changes within the organization and reviewed by Commission staff. 			Prior to the revisit in May 2012, Kings County Office of Education will update the preconditions to reflect any changes made within the

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			organization.
<ul style="list-style-type: none"> Kings County Office of Education is not permitted to propose new credential programs for approval by the Committee on Accreditation. 			Kings County Office of Education will focus efforts on remedying the causes of the accreditation findings prior to proposing new credential programs.
<ul style="list-style-type: none"> Kings County Office of Education continues in its assigned cohort on the schedule of accreditation activities, subject to the continuation of the present schedule of accreditation activities by the Commission on Teacher Credentialing. 			7 th Year Follow-Up is the 2011-2012 accreditation activity for Kings County Office of Education. Therefore, KCOE BTSA leadership will address issues, concerns, and questions identified during the site visit and will submit reports to Commission staff detailing the activities completed during 2011-2012.